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Evaluation of Physical Education Teacher's Opinions on the Field Exam

Fikret ALINCAK
Gaziantep University

Abstract: The concept of teaching is a profession whose value will never decrease with its meaning and responsibility. Teaching and raising people requires great skill. A long and arduous road awaits newly appointed teachers. Various changes have been made in our country recently regarding the appointment of teachers. Due to the difference between the number of teacher candidates graduating from education faculties and the number of teacher candidates to be appointed by the Ministry of National Education (MEB) in line with the needs, different practices were applied in the way of selecting and appointing teachers during the change periods. Therefore, it is seen that teacher candidates face different problems in this process. The aim of this study is to reveal the opinions of physical education teacher candidates about the field exam. The research is a qualitative study. The research group consists of 20 physical education teacher candidates and this study group was determined by the maximum diversity sampling method. In the research, face-to-face interview technique was used on a voluntary basis with 20 physical education teacher candidates studying at Gaziantep University Faculty of Sport Sciences. In the research, using the interview method, which is one of the qualitative research methods, the data obtained were analyzed by the content analysis method. As a result of the research, it was stated that physical education teacher candidates considered the field exam as boring and tiring. In addition, although the research group generally saw the field exam negatively, it was concluded that the exam was an exam that created anxiety and stress.

Keywords: Physical education, Pre-service teacher, Field exam

Introduction

While general culture, general talent, and educational sciences exams were applied in teacher appointments and the assignment was made according to the scores obtained, a new exam application was introduced to the system in 2014. This new exam application is under the name of field exam; specific to the teaching branch in which the teacher candidates study at the faculties of education; It is an exam in which the knowledge of the relevant teaching field is measured. The physical education teacher exam started to be implemented in 2019. It is important to determine the opinions and thoughts of teacher candidates about the field exam, which is 50% determinant of the selection and appointment process after graduation.

The realization of an effective teaching depends on the instructor having sufficient knowledge about the subject and transferring this knowledge to the learner by using appropriate methods and techniques (Erdem & Soyulu, 2013). Hollins (2011) teaching; He expresses having a deep knowledge as a multi-faceted and complex process that requires synthesizing, integrating and employing this knowledge under changing conditions, against different groups and individuals. One of the factors that affect the efficiency of this process is how equipped the teachers are during their university education. Therefore, university education is very important for teacher candidates to be successful in their professional life. The main purpose of effective teacher selection is to perform effective teaching activities by choosing the right teaching staff (Eraslan, 2004).

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There are many studies in the literature on the content of the Public Personnel Selection Examination (KPSS) applied in our country, the validity of its scope, the way it plays a determining role in teacher selection and appointment, and determining the opinions of teacher candidates about the exam (Gündoğdu, Çimen & Turan, 2008; Atav & Sonmez, 2013; Elçiçek, Tösten & Kılıç, 2012).

From this point of view, the aim of this research is to determine the perceptions of physical education teacher candidates about the field exam that has been put into practice since 2019. It is thought that the findings of this research will contribute to the application in the new system. In this context, answers to the following questions were sought.

1. What are the opinions of physical education teacher candidates about the field exam?
2. What are the opinions of physical education teacher candidates about how the field exam should be done?

Method

Qualitative research is defined as research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic way (Yıldırım & Şimşek, 2011). The research design is Phenomenology, one of the qualitative research designs. The phenomenology design focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding of. In the research, the interview method was used as it would be effective in obtaining more detailed and detailed information about the opinions, approaches and comments of the physical education teacher candidates about the field exam (Yıldırım & Şimşek, 2011).

Research Group

In the research, the opinions of physical education teacher candidates about the field exam were examined. For this purpose, the study group of the research consists of physical education teacher candidates studying at Gaziantep University Faculty of Sport Sciences. Maximum variation sampling, which is one of the purposive sampling methods, was used in the selection of the study group. The data about the research group are given in Table 1.

Table 1. Personal characteristics of the research group (n= 20)

Variables	Groups	n	%
Gender	Male	12	60
	Woman	8	40
Class of Study	1	5	25
	2	5	25
	3	5	25
	4	5	25
	2.00-2.49 between	2	10
Academic Grade Point Average	2.50-2.99 between	6	30
	3.00-3.49 Between	8	40
	3.50 and over	4	20

When Table 1 is examined, 60% of the participants are male physical education teacher candidates and 40% are female physical education teacher candidates. Accordingly, the majority of the participants are male physical education teacher candidates. It is seen that 25% of the participants are 1st grade, 25% 2nd grade, 25% 3rd grade and 25% 4th grade physical education teacher candidates. When we look at the academic grade point average of the participants; 10% have an average between 2.00-2.49, 30% have an average between 2.50-2.99, 40% have an average between 3.00-3.49, and 20% have an average of 3.50 and above.

Preparation and Application of the Open-Ended Questionnaire

In the research, a semi-structured interview form consisting of items was used to collect qualitative data. Through the interview technique, which is frequently used in qualitative research, the researcher tries to understand unobservable situations such as attitudes, experiences, intentions, thoughts, mental perceptions,

comments and reactions (Yıldırım and Şimşek, 2011). In order to develop the form to be interviewed, a comprehensive literature review was conducted and the interview form was prepared. While preparing the semi-structured interview form, which is used as a data collection tool, a field survey was first conducted by the researcher and a semi-structured interview form question pool was created, which includes questions that can be asked to the security forces regarding the subject. Then, the questions created by three experts were examined and the semi-structured interview form was finalized. None of the participants included in the study were compelled to participate in the research, and the principle of confidentiality was meticulously complied with during the application and collection of the questionnaires. The interviews were recorded with a voice recorder and then these recordings were transcribed.

Analysis of Data

The data obtained from the interview form used in the research were recorded with a voice recorder. Then, qualitative data were analyzed by content analysis method. Content analysis technique, which is frequently used, was used in the analysis of the data obtained from the questions in the interview form. (Yıldırım and Şimşek, 2011).

Findings and Interpretation

In this section, there are findings related to the data obtained after the interviews with the working group. While giving direct quotations from the interviews, the sequence number given in the participant list is added before the quotations to indicate which participant these quotations belong to.

Table 2. Distribution of physical education teacher candidates' opinions about the field exam.

Themes	n	%
An unnecessary app	18	29.1
Intense and boring app	16	25.8
The content is quite poor	15	24.2
Lessons learned in undergraduate	13	21
Total	62	100

In Table 2, almost all of the physical education teacher candidates participating in the research stated that the field exam was unnecessary and at the same time stated that it was intense and boring. In addition, some pre-service teachers stated that the field exam was insufficient in terms of content and that the courses they took under the license were insufficient.

Table 3. Distribution of physical education teacher candidates' views on how the field exam should be conducted.

Themes	n	%
It should be done practically	16	32
Courses in our field should be divided into	14	28
Must be done at the end of each year	13	26
It should be done in a single session	7	14
Total	50	100

In Table 3, the majority of the physical education teacher candidates participating in the research stated that the field exam should be applied. When the participants were asked how the field exam should be done; 28% of them stated that the courses should be divided and 26% stated that they should be held at the end of each year. In addition, some of the physical education teacher candidates who participated in the study stated that the field exam should be done in a single session.

Results and Discussion

In this part of the research, the results obtained depending on the findings obtained with the aim of examining the opinions of the physical education teacher candidates about the field exam are given.

While almost all of the physical education teacher candidates participating in the study stated that the field exam was unnecessary, they also stated that it was intense and boring. In addition, some pre-service teachers stated that the field exam was insufficient in terms of content and that the courses they took under the license were insufficient. In different studies, it has been observed that teacher candidates have a negative attitude towards the exam (Eraslan, 2004; Gündoğdu, Çimen, and Turan, 2008; Sezgin and Duran, 2011; Şahin and Arcagök, 2011; Nartgün, 2011; Tösten, Elçiçek and Kılınç, 2012; Atav and Sönmez, 2013).

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Sergeant-Sahin et al. (2015) stated in their study that the courses given in the undergraduate program did not meet the field exam. In other words, they stated that the courses they took in the undergraduate program were insufficient to meet the field exam. However, some of the participants stated that some of the courses given in the undergraduate program are practice-oriented and these courses are not included in the content of the field exam. A similar result emerged in the study of Atav and Sönmez (2013) in which they tried to determine the opinions of prospective teachers about KPSS.

Conclusion

As a result of the research, it was stated that physical education teacher candidates considered the field exam as boring and tiring. In addition, although the research group generally saw the field exam negatively, it was concluded that the exam was an exam that created anxiety and stress.

Recommendations

Whether the subject and question distribution of the physical education teacher field exam are adequately met within the framework of teaching profession knowledge on the basis of field should be reviewed should be passed.

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Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

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Author Information

Fikret ALINCAK

Gaziantep University Faculty of Sports Sciences, Gaziantep,
Turkey

Contact e-mail: alincakfikret27@gmail.com

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